

GRADE
5

Quick Reference Guide

FOR THE NORTH CAROLINA STANDARD COURSE OF STUDY



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INTRODUCTION

The *Quick Reference Guide for The North Carolina Standard Course of Study* is intended to serve as a resource for teachers as they plan instruction to implement the *North Carolina Standard Course of Study* across multiple disciplines. There are nine *Quick Reference Guides* available – one for each of the grade levels from kindergarten through 8th grade. The inclusion of standards for all subject areas within single, grade-specific documents is intended to make planning for instruction more efficient and may be particularly useful for grade level teachers teaching multiple disciplines or teams of teachers collaborating to plan integrated instruction.

The *Reference Guides* contain the standards and objectives for all of the *Common Core State Standards*, *North Carolina Essential Standards*, and *North Carolina Extended Content Standards*. Additional information, such as introductory materials, or other narrative may be accessed by viewing the full version of the *Standard Course of Study* and *Instructional Support Tools* for each discipline.

The *Reference Guide* is organized into four major sections:

- 1. Common Core State Standards** – On June 2, 2010, North Carolina adopted the K-12 *Common Core State Standards* for *Mathematics* and for *English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects*, released by the National Governors Association Center for Best Practices and the Council of Chief State School Officers.
- 2. North Carolina Essential Standards by Grade Level** – The *North Carolina Essential Standards* were written by teams of North Carolina Educators and are available by grade level for Arts Education (Dance, Music, Theatre Arts, Visual Arts), Healthful Living (Health and Physical Education), Information and Technology, Science, and Social Studies.
- 3. North Carolina Essential Standards by Proficiency Level & Course** – The Essential Standards for English Language Development, Guidance, and World Languages (Classical, Dual & Heritage, and Modern) are organized by proficiency level rather than by grade level. A one page summary and standards for all proficiency levels are included for Guidance and World Languages. A one page summary and rubrics for proficiency placement are included for English Language Development. You will find a one page summary in the 6th-8th grade guides for Career and Technical Education, organized by Course.
- 4. North Carolina Extended Content Standards** – These alternate achievement standards are designed for students with the most significant cognitive disabilities to have access to the *Standard Course of Study* at grade level. The *North Carolina Extended Content Standards* were developed for English Language Arts, Mathematics, Science, and Social Studies.

For additional information visit:

NC Public Schools – <http://www.ncpublicschools.org>

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ENGLISH LANGUAGE ARTS

COMMON CORE STATE STANDARDS

COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR READING

The standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements – the former providing broad standards, the latter providing additional specificity – that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

* Please see “Research to Build and Present Knowledge” in Writing and “Comprehension and Collaboration” in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

5th Grade-Specific Standards For Reading

READING STANDARDS FOR LITERATURE (RL.5)

Key Ideas and Details

1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
6. Describe how a narrator's or speaker's point of view influences how events are described.

Integration of Knowledge and Ideas

7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
8. (Not applicable to literature)
9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

Range of Reading and Level of Text Complexity

10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.

READING STANDARDS FOR INFORMATIONAL TEXT (RI.5)

Key Ideas and Details

1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Craft and Structure

4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.
5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Integration of Knowledge and Ideas

7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Range of Reading and Level of Text Complexity

10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

READING STANDARDS: FOUNDATIONAL SKILLS (RF.5)

Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words.
 - a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Fluency

4. Read with sufficient accuracy and fluency to support comprehension.
 - a. Read grade-level text with purpose and understanding.
 - b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
 - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR WRITING

The standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements – the former providing broad standards, the latter providing additional specificity – that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes*

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

* These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.

WRITING STANDARDS (W.5)

Text Types and Purposes

1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
 - a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
 - b. Provide logically ordered reasons that are supported by facts and details.
 - c. Link opinion and reasons using words, phrases, and clauses (e.g., *consequently, specifically*).
 - d. Provide a concluding statement or section related to the opinion presented.
2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
 - b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 - c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast, especially*).
 - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - e. Provide a concluding statement or section related to the information or explanation presented.
3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
 - a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
 - b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
 - c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
 - d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
 - e. Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 on page 29.)
6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

Research to Build and Present Knowledge

7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - a. Apply *grade 5 Reading standards* to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).
 - b. Apply *grade 5 Reading standards* to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR SPEAKING AND LISTENING

The standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements – the former providing broad standards, the latter providing additional specificity – that together define the skills and understandings that all students must demonstrate.

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

5th Grade-Specific Standards For Speaking and Listening

SPEAKING AND LISTENING STANDARDS (SL.5)

Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others’ ideas and expressing their own clearly.
 - a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
 - b. Follow agreed-upon rules for discussions and carry out assigned roles.

- c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
 - d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
 3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Presentation of Knowledge and Ideas

4. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
6. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR LANGUAGE

The standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements – the former providing broad standards, the latter providing additional specificity – that together define the skills and understandings that all students must demonstrate.

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

LANGUAGE STANDARDS (L.5)

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
 - b. Form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses.
 - c. Use verb tense to convey various times, sequences, states, and conditions.
 - d. Recognize and correct inappropriate shifts in verb tense.*
 - e. Use correlative conjunctions (e.g., *either/or, neither/nor*).
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. Use punctuation to separate items in a series.*
 - b. Use a comma to separate an introductory element from the rest of the sentence.
 - c. Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*).
 - d. Use underlining, quotation marks, or italics to indicate titles of works.
 - e. Spell grade-appropriate words correctly, consulting references as needed.

Knowledge of Language

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
 - b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5 reading and content*, choosing flexibly from a range of strategies.
 - a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
 - b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph, photosynthesis*).
 - c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - a. Interpret figurative language, including similes and metaphors, in context.
 - b. Recognize and explain the meaning of common idioms, adages, and proverbs.
 - c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*).

* Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*). See the table on page 31 for a complete list and Appendix A for an example of how these skills develop in sophistication.

MATHEMATICS

COMMON CORE STATE STANDARDS

CRITICAL AREAS

1. ***Developing fluency with addition and subtraction of fractions, developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions)*** – Students apply their understanding of fractions and fraction models to represent the addition and subtraction of fractions with unlike denominators as equivalent calculations with like denominators. They develop fluency in calculating sums and differences of fractions, and make reasonable estimates of them. Students also use the meaning of fractions, of multiplication and division, and the relationship between multiplication and division to understand and explain why the procedures for multiplying and dividing fractions make sense. (Note: this is limited to the case of dividing unit fractions by whole numbers and whole numbers by unit fractions.)
2. ***Extending division to 2-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operation*** – Students develop understanding of why division procedures work based on the meaning of base-ten numerals and properties of operations. They finalize fluency with multi-digit addition, subtraction, multiplication, and division. They apply their understandings of models for decimals, decimal notation, and properties of operations to add and subtract decimals to hundredths. They develop fluency in these computations, and make reasonable estimates of their results. Students use the relationship between decimals and fractions, as well as the relationship between finite decimals and whole numbers (i.e., a finite decimal multiplied by an appropriate power of 10 is a whole number), to understand and explain why the procedures for multiplying and dividing finite decimals make sense. They compute products and quotients of decimals to hundredths efficiently and accurately.
3. ***Developing understanding of volume*** – Students recognize volume as an attribute of three-dimensional space. They understand that volume can be quantified by finding the total number of same-size units of volume required to fill the space without gaps or overlaps. They understand that a 1-unit by 1-unit by 1-unit cube is the standard unit for measuring volume. They select appropriate units, strategies, and tools for solving problems that involve estimating and measuring volume. They decompose three-dimensional shapes and find volumes of right rectangular prisms by viewing them as decomposed into layers of arrays of cubes. They measure necessary attributes of shapes in order to solve real world and mathematical problems.

MATHEMATICAL PRACTICES

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

OPERATIONS AND ALGEBRAIC THINKING

Write and interpret numerical expressions.

- 5.OA.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.
- 5.OA.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. *For example, express the calculation “add 8 and 7, then multiply by 2” as $2 \times (8 + 7)$. Recognize that $3 \times (18932 + 921)$ is three times as large as $18932 + 921$, without having to calculate the indicated sum or product.*

Analyze patterns and relationships.

- 5.OA.3 Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. *For example, given the rule “Add 3” and the starting number 0, and given the rule “Add 6” and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.*

NUMBER AND OPERATIONS IN BASE TEN

Understand the place value system.

- 5.NBT.1 Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and $\frac{1}{10}$ of what it represents in the place to its left.
- 5.NBT.2 Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.
- 5.NBT.3 Read, write, and compare decimals to thousandths.
 - a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.
 - b. Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.
- 5.NBT.4 Use place value understanding to round decimals to any place.

Perform operations with multi-digit whole numbers and with decimals to hundredths.

- 5.NBT.5 Fluently multiply multi-digit whole numbers using the standard algorithm.
- 5.NBT.6 Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
- 5.NBT.7 Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

NUMBER AND OPERATIONS – FRACTIONS

Use equivalent fractions as a strategy to add and subtract fractions.

- 5.NF.1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. *For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$. (In general, $a/b + c/d = (ad + bc)/bd$.)*
- 5.NF.2 Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. *For example, recognize an incorrect result $2/5 + 1/2 = 3/7$, by observing that $3/7 < 1/2$.*

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

- 5.NF.3 Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. *For example, interpret $3/4$ as the result of dividing 3 by 4, noting that $3/4$ multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size $3/4$. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?*
- 5.NF.4 Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.
- Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. *For example, use a visual fraction model to show $(2/3) \times 4 = 8/3$, and create a story context for this equation. Do the same with $(2/3) \times (4/5) = 8/15$. (In general, $(a/b) \times (c/d) = ac/bd$.)*
 - Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.
- 5.NF.5 Interpret multiplication as scaling (resizing), by:
- Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.
 - Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1.
- 5.NF.6 Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.
- 5.NF.7 Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. (Note: Students able to multiply fractions in general can develop strategies to divide fractions in general, by reasoning about the relationship between multiplication and division. But division of a fraction by a fraction is not a requirement at this grade.)
- Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. *For example, create a story context for $(1/3) \div 4$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $(1/3) \div 4 = 1/12$ because $(1/12) \times 4 = 1/3$.*

- b. Interpret division of a whole number by a unit fraction, and compute such quotients. *For example, create a story context for $4 \div (1/5)$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $4 \div (1/5) = 20$ because $20 \times (1/5) = 4$.*
- c. Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. *For example, how much chocolate will each person get if 3 people share $1/2$ lb of chocolate equally? How many $1/3$ -cup servings are in 2 cups of raisins?*

MEASUREMENT AND DATA

Convert like measurement units within a given measurement system.

- 5.MD.1 Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.

Represent and interpret data.

- 5.MD.2 Make a line plot to display a data set of measurements in fractions of a unit ($1/2$, $1/4$, $1/8$). Use operations on fractions for this grade to solve problems involving information presented in line plots. *For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.*

Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.

- 5.MD.3 Recognize volume as an attribute of solid figures and understand concepts of volume measurement.
- a. A cube with side length 1 unit, called a “unit cube,” is said to have “one cubic unit” of volume, and can be used to measure volume.
 - b. A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units.
- 5.MD.4 Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.
- 5.MD.5 Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.
- a. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.
 - b. Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.
 - c. Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.

GEOMETRY

Graph points on the coordinate plane to solve real-world and mathematical problems.

- 5.G.1 Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).
- 5.G.2 Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.

Classify two-dimensional figures into categories based on their properties.

- 5.G.3 Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. *For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.*
- 5.G.4 Classify two-dimensional figures in a hierarchy based on properties.

ARTS EDUCATION – DANCE

NORTH CAROLINA ESSENTIAL STANDARDS

CREATION AND PERFORMANCE

5.CP.1 Use choreographic principles, structures, and processes to create dances that communicate ideas, experiences, feelings, and images.

- 5.CP.1.1 Create short dances that use simple choreographic forms and structures (musical, literary, or visual), and that vary the use of dance elements.
- 5.CP.1.2 Use collaborative skills to improvise and create dance.
- 5.CP.1.3 Create short dances that communicate abstract ideas.
- 5.CP.1.4 Generate strategies for problem solving in dance.

5.CP.2 Understand how to use performance values (kinesthetic awareness, concentration, focus, and etiquette) to enhance dance performance.

- 5.CP.2.1 Execute control of body, voice, and focus necessary for effective participation in individual and group settings in dance.
- 5.CP.2.2 Use kinesthetic awareness, concentration, and focus to enhance the performance of dance sequences.
- 5.CP.2.3 Monitor personal goals to improve performance quality in dance.

DANCE MOVEMENT SKILLS

5.DM.1 Understand how to use movement skills in dance.

- 5.DM.1.1 Use muscular strength, flexibility, stamina, and coordination in the development of beginning dance technique.
- 5.DM.1.2 Exemplify how to maintain a sense of body shape while moving and in stillness.
- 5.DM.1.3 Integrate locomotor and non-locomotor (axial) movement and stillness into dance sequences through use of transitions.
- 5.DM.1.4 Illustrate phrasing in a selected piece of music using dance movement.
- 5.DM.1.5 Use a variety of spatial designs and relationships with clarity and intent while dancing.

RESPONDING

5.R.1 Use a variety of thinking skills to analyze and evaluate dance.

- 5.R.1.1 Analyze the relationship between dance elements when observing dance.
- 5.R.1.2 Illustrate the roles and responsibilities of the viewer in interpreting dances.

CONNECTING

5.C.1 Understand cultural, historical, and interdisciplinary connections with dance.

- 5.C.1.1 Understand how dance has affected, and is reflected in, the culture, traditions, and history of the United States.
- 5.C.1.2 Exemplify connections between dance and concepts in other curricular areas.

ARTS EDUCATION – MUSIC

NORTH CAROLINA ESSENTIAL STANDARDS

MUSICAL LITERACY

5.ML.1 Apply the elements of music and musical techniques in order to sing and play music with accuracy and expression.

- 5.ML.1.1 Illustrate independence and accuracy while singing and playing instruments within a group or ensemble.
- 5.ML.1.2 Illustrate blending vocal timbres, matching dynamic levels, and responding to the gestures of a conductor while singing in groups.
- 5.ML.1.3 Use instruments to perform rhythmic, melodic, and chordal patterns accurately and independently on classroom rhythmic, melodic, and harmonic instruments.

5.ML.2 Interpret the sound and symbol systems of music.

- 5.ML.2.1 Interpret rhythm patterns, including whole, half, dotted half, quarter, dotted quarter, eighth, and sixteenth notes and rests in 2/4, 3/4, 4/4, and 6/8 meter signatures.
- 5.ML.2.2 Recognize pitches on the treble and bass staves, including ledger lines, in order to understand the continuum of standard pitch notation.
- 5.ML.2.3 Apply understanding of standard symbols and traditional terms for dynamics, tempo, articulation, rhythm, meter, and pitch when reading and notating music.
- 5.ML.2.4 Use standard symbols to notate rhythm, meter, pitch, and dynamics.

5.ML.3 Create music using a variety of sound and notational sources.

- 5.ML.3.1 Use improvisation to create short songs and instrumental pieces, using a variety of sound sources, including traditional and non-traditional sounds, body sounds, and sounds produced by electronic means.
- 5.ML.3.2 Create compositions and arrangements within specified guidelines.
- 5.ML.3.3 Create rhythmic compositions using notation for whole, dotted half, half, and quarter notes; whole, half and quarter rests; and beamed eighth notes in duple, triple, and common time and which are arranged using a variety of sound sources.

MUSICAL RESPONSE

5.MR.1 Understand the interacting elements to respond to music and music performances.

- 5.MR.1.1 Interpret through instruments and/or voice the gestures of the conductor, including meter, tempo, dynamics, entrances, cut-offs, and phrasing, when singing and playing music.
- 5.MR.1.2 Use music terminology in explaining music, including notation, instruments, voices, and performances.
- 5.MR.1.3 Exemplify appropriate behaviors as a participant and observer of music in relation to the context and style of music performed.
- 5.MR.1.4 Classify classroom, Western orchestral, and world instruments into categories based on how their sounds are produced.

CONTEXTUAL RELEVANCY

5.CR.1 Understand global, interdisciplinary, and 21st century connections with music.

- 5.CR.1.1 Understand how music has affected, and is reflected in, the culture, traditions, and history of the United States.
- 5.CR.1.2 Understand the relationships between music and concepts from other areas.

ARTS EDUCATION – THEATRE ARTS

NORTH CAROLINA ESSENTIAL STANDARDS

COMMUNICATION

5.C.1 Use movement, voice, and writing to communicate ideas and feelings.

- 5.C.1.1 Use a variety of postures, gaits, and mannerisms to express a variety of characters in the presentations of stories.
- 5.C.1.2 Apply appropriate vocal elements of volume, pitch, rate, tone, articulation, and vocal expression in various types of formal and informal presentations.
- 5.C.1.3 Construct original scripts using dialogue that communicates ideas and feelings.

5.C.2 Use performance to communicate ideas and feelings.

- 5.C.2.1 Use improvisation to create characters and solve problems.
- 5.C.2.2 Interpret various characters from different genres of given texts through the use of the body and voice.

ANALYSIS

5.A.1 Analyze literary texts and performances.

- 5.A.1.1 Analyze texts or scripts in terms of setting, characters, sequence of events, main idea, problem, solution, and their interrelationships.
- 5.A.1.2 Evaluate how intended meanings are conveyed through formal and informal productions.

AESTHETICS

5.AE.1 Understand how to design technical theatre components, such as costumes, sets, props, makeup, lighting, and sound.

- 5.AE.1.1 Select technical materials, such as set, props, colors, and effects that are appropriate for, and support, performances.
- 5.AE.1.2 Understand how to use costumes, props, masks, set pieces, lighting, and sound to support dramatic presentations.

CULTURE

5.CU.1 Analyze theatre in terms of the social, historical, and cultural contexts in which it was created.

- 5.CU.1.1 Understand how theatre arts have affected, and are reflected in, the culture, traditions, and history of the United States.
- 5.CU.1.2 Create theatrical works that exemplify aspects of the culture, beliefs, and history of the United States.

5.CU.2 Understand the traditions, roles, and conventions of theatre as an art form.

- 5.CU.2.1 Use strategies to critique self and others in a respectful and constructive manner.
- 5.CU.2.2 Understand the role of the director in relation to staging techniques, such as cheating out, blocking, and levels.

ARTS EDUCATION – VISUAL ARTS

NORTH CAROLINA ESSENTIAL STANDARDS

VISUAL LITERACY

5.V.1 Use the language of visual arts to communicate effectively.

- 5.V.1.1 Use appropriate art vocabulary to describe art movements.
- 5.V.1.2 Create art that reflects personal voice and choice.
- 5.V.1.3 Classify works of art in terms of whether they are realistic, abstract, or non-objective.
- 5.V.1.4 Understand the relationship between the Elements of Art and the Principles of Design.
- 5.V.1.5 Apply the Principles of Design in creating compositions.

5.V.2 Apply creative and critical thinking skills to artistic expression.

- 5.V.2.1 Evaluate solutions to artistic problems, including their effectiveness.
- 5.V.2.2 Use ideas and imagery from the global environment as sources for creating art.
- 5.V.2.3 Create realistic, imaginative, abstract, and non-objective art.

5.V.3 Create art using a variety of tools, media, and processes, safely and appropriately.

- 5.V.3.1 Evaluate how to manipulate tools safely and appropriately to reach desired outcomes.
- 5.V.3.2 Use appropriate media for the creation of original art.
- 5.V.3.3 Create art using the processes of drawing, painting, weaving, printing, stitchery, collage, mixed media, sculpture, ceramics, and current technology.

CONTEXTUAL RELEVANCY

5.CX.1 Understand the global, historical, societal, and cultural contexts of the visual arts.

- 5.CX.1.1 Understand how the visual arts have affected, and are reflected in, the culture, traditions, and history of the United States
- 5.CX.1.2 Recognize key contributions of North American artists in history.
- 5.CX.1.3 Classify North American artists in terms of styles, genre, and/or movements.
- 5.CX.1.4 Explain how traditions and values influence ideas, issues, and themes found in art.
- 5.CX.1.5 Analyze the effect of the geographic location and physical environment on the media and subject matter of North American art and artists.

5.CX.2 Understand the interdisciplinary connections and life applications of the visual arts.

- 5.CX.2.1 Analyze the relationship between arts and daily life in product design, print, and digital media.
- 5.CX.2.2 Exemplify how information and skills learned in art can be applied in other disciplines.
- 5.CX.2.3 Understand the balance of individual roles and collaborative skills to create art.
- 5.CX.2.4 Interpret visual images from media sources and the immediate environment.

CRITICAL RESPONSE

5.CR.1 Use critical analysis to generate responses to a variety of prompts.

- 5.CR.1.1 Judge art through the application of art concepts and vocabulary.
- 5.CR.1.2 Critique personal art based on established criteria and expressive qualities.

HEALTHFUL LIVING – HEALTH EDUCATION

NORTH CAROLINA ESSENTIAL STANDARDS

MENTAL AND EMOTIONAL HEALTH

5.MEH.1 Apply positive stress management strategies.

- 5.MEH.1.1 Implement positive stress management strategies.
- 5.MEH.1.2 Evaluate the effectiveness of stress management strategies.

5.MEH.2 Understand help-seeking strategies for depression and mental disorders.

- 5.MEH.2.1 Interpret feelings of depression and sadness as normal responses to loss.
- 5.MEH.2.2 Summarize how to seek assistance from reliable resources for depression and sadness.

PERSONAL AND CONSUMER HEALTH

5.PCH.1 Understand wellness, disease prevention, and recognition of symptoms.

- 5.PCH.1.1 Explain the influence of personal values on health behaviors.
- 5.PCH.1.2 Design a personal action plan for sufficient rest and sleep.

5.PCH.2 Analyze health products and sources of health information.

- 5.PCH.2.1 Recognize dependable resources for health information.
- 5.PCH.2.2 Differentiate between safe and unsafe products.

5.PCH.3 Apply measures for cleanliness and disease prevention.

- 5.PCH.3.1 Implement a personal dental health plan to include brushing, flossing, nutrition, and injury prevention.
- 5.PCH.3.2 Carry out activities that avoid harmful effects of the sun.

5.PCH.4 Understand body systems and organs, functions, and their care.

- 5.PCH.4.2 Summarize the functions of the organs which make up the digestive system.
- 5.PCH.4.3 Interpret the relationship between and among the vessels and organs of the circulatory system.

INTERPERSONAL COMMUNICATION AND RELATIONSHIPS

5.ICR.1 Understand healthy and effective interpersonal communication and relationships.

- 5.ICR.1.1 Illustrate the dangers of communicating with unknown individuals.
- 5.ICR.1.2 Summarize things you can do to seek assistance when encountering a stranger.
- 5.ICR.1.3 Explain the impact of stereotyping and discrimination on other people's self-respect and feelings.
- 5.ICR.1.4 Summarize how to solve problems and resolve conflict without avoidance or violence.

5.ICR.2 Analyze the changes and influences that occur during puberty and adolescence.

- 5.ICR.2.1 Recall that puberty is characterized by the development of secondary sex characteristics and onset of reproductive capacity.
- 5.ICR.2.2 Differentiate between accurate and inaccurate sources of information about puberty and development.
- 5.ICR.2.3 Summarize the functions of the male and female reproductive systems.
- 5.ICR.2.4 Illustrate how societal influences can impact behavioral choices and feelings regarding one's reproductive health.

- 5.ICR.2.5 Deconstruct media messages as they relate to their influence on perceptions of desirable body sizes and shapes.

NUTRITION AND PHYSICAL ACTIVITY

5.NPA.1 Apply tools (MyPlate) to plan healthy nutrition and fitness.

- 5.NPA.1.1 Use MyPlate to make healthy choices of foods and beverages.
5.NPA.1.2 Use recommendations in MyPlate to increase physical activity.

5.NPA.2 Understand the importance of consuming a variety of nutrient dense foods and beverages in moderation.

- 5.NPA.2.1 Summarize the influences of family, culture, and the media on food choices.
5.NPA.2.2 Infer the benefits of limiting the consumption of foods and beverages high in fat and added sugar.

5.NPA.3 Understand the benefits of nutrition and fitness to disease prevention.

- 5.NPA.3.1 Contrast dieting and healthy weight management, including limiting high-fat and high-sugar foods.
5.NPA.3.2 Explain the benefits of regular physical activity on physical, mental, emotional, and social health.
5.NPA.3.3 Summarize normal weight gain and body changes during puberty.

ALCOHOL, TOBACCO, AND OTHER DRUGS

5.ATOD.1 Understand health risks associated with use of alcohol.

- 5.ATOD.1.1 Explain the short-term and long-term effects of alcohol abuse.
5.ATOD.1.2 Explain the effects of alcohol abuse on others.

5.ATOD.2 Understand why people use alcohol.

- 5.ATOD.2.1 Explain possible internal and external influences to use alcohol.
5.ATOD.2.2 Evaluate the effect of advertising strategies of alcohol companies on people's use of alcohol.

5.ATOD.3 Apply risk reduction behaviors to protect self and others from alcohol use.

- 5.ATOD.3.1 Use refusal skills to resist the pressure to experiment alcohol and other drug use.
5.ATOD.3.2 Design strategies for maintaining an alcohol-free lifestyle that include barriers and ways of overcoming these barriers.

HEALTHFUL LIVING – PHYSICAL EDUCATION

NORTH CAROLINA ESSENTIAL STANDARDS

MOTOR SKILL DEVELOPMENT

5.MS.1 Apply competent motor skills and movement patterns needed to perform a variety of physical activities.

- PE.5.MS.1.1 Executive combinations of more complex locomotor skills and manipulative skills specific to individual, dual and team activities.
- PE.5.MS.1.2 Use increasingly complex skills with power and accuracy.
- PE.5.MS.1.3 Illustrate mature form in combining locomotor and manipulative skills for traditional and non traditional activities.
- PE.5.MS.1.4 Create movement sequences that are smooth and fluid and have several different rhythmic patterns.

MOVEMENT CONCEPTS

5.MC.2 Understand concepts, principles, strategies and tactics that apply to the learning and performance of movement.

- PE.5.MC.2.1 Select scientific principles and/or concepts that have an effect on the quality of complex movement.
- PE.5.MC.2.2 Evaluate movement and game skills in order to provide feedback that will lead to improvement.
- PE.5.MC.2.3 Identify basic offensive and defensive strategies in modified game situations.
- PE.5.MC.2.4 Analyze the five components of health-related physical fitness in terms of their relationship to various activities.

HEALTH-RELATED FITNESS

5.HF.3 Understand the importance of achieving and maintaining a health-enhancing level of physical fitness.

- PE.5.HF.3.1 Understand how to achieve the gender and age related health-related physical fitness standard defined by an approved fitness assessment.
- PE.5.HF.3.2 Implement strategies to achieve health-related physical fitness.
- PE.5.HF.3.3 Select physical activities that develop/ maintain each of the five components of health-related fitness.

PERSONAL/SOCIAL RESPONSIBILITY

5.PR.4 Use behavioral strategies that are responsible and enhance respect of self and others and value activity.

- PE.5.PR.4.1 Use self-control to work independently in developing responsibility and respect for self and others.
- PE.5.PR.4.2 Use cooperation and communication skills to achieve common goals.
- PE.5.PR.4.3 Understand the importance of culture and ethnicity in developing self-awareness and working productively with others.

INFORMATION AND TECHNOLOGY

NORTH CAROLINA ESSENTIAL STANDARDS

The standards are critical building blocks for our students and are designed to be delivered in all curricular areas and grade levels. In order to appropriately plan and deliver integrated Information and Technology Essential Standards, collaborative planning should occur in grade level planning teams which include media specialist and technology facilitators.

SOURCES OF INFORMATION

5.SI.1 Apply criteria to determine appropriate information resources for specific topics and purposes.

- 5.SI.1.1 Use various types of resources to gather information (including print and online media).
- 5.SI.1.2 Use relevant Sources of Information for an assigned task.
- 5.SI.1.3 Use reliable Sources of Information.

INFORMATIONAL TEXT

5.IN.1 Analyze appropriate strategies when reading for enjoyment and for information.

- 5.IN.1.1 Differentiate strategies when reading informational text in a variety of formats (e.g., print, online, audio, etc.) to complete assigned tasks.
- 5.IN.1.2 Differentiate strategies when reading various genres.

TECHNOLOGY AS A TOOL

5.TT.1 Use technology tools and skills to reinforce and extend classroom concepts and activities.

- 5.TT.1.1 Use a variety of technology tools to gather data and information (e.g., Web-based resources, e-books, online communication tools, etc.).
- 5.TT.1.2 Use a variety of technology tools to organize data and information (e.g., word processor, graphic organizer, audio and visual recording, online collaboration tools, etc.).
- 5.TT.1.3 Use technology tools to present data and information (e.g., multimedia, audio and visual recording, online collaboration tools, etc.).

RESEARCH PROCESS

5.RP.1 Apply a research process as part of collaborative research.

- 5.RP.1.1 Implement a research process by collaborating effectively with other students.

SAFETY AND ETHICAL ISSUES

5.SE.1 Understand issues related to the safe, ethical, and responsible use of information and technology resources.

- 5.SE.1.1 Understand the guidelines for responsible use of technology hardware.
- 5.SE.1.2 Understand ethical behavior (e.g., copyright, not plagiarizing, netiquette) when using resources.
- 5.SE.1.3 Understand internet safety precautions (e.g., personal information, passwords, etc.).

SCIENCE

NORTH CAROLINA ESSENTIAL STANDARDS

FORCES AND MOTION

5.P.1 Understand force, motion and the relationship between them.

- 5.P.1.1 Explain how factors such as gravity, friction, and change in mass affect the motion of objects.
- 5.P.1.2 Infer the motion of objects in terms of how far they travel in a certain amount of time and the direction in which they travel.
- 5.P.1.3 Illustrate the motion of an object using a graph to show a change in position over a period of time.
- 5.P.1.4 Predict the effect of a given force or a change in mass on the motion of an object.

MATTER: PROPERTIES AND CHANGE

5.P.2 Understand the interactions of matter and energy and the changes that occur.

- 5.P.2.1 Explain how the sun's energy impacts the processes of the water cycle (including evaporation, transpiration, condensation, precipitation and runoff).
- 5.P.2.2 Compare the weight of an object to the sum of the weight of its parts before and after an interaction.
- 5.P.2.3 Summarize properties of original materials, and the new material(s) formed, to demonstrate that a change has occurred.

ENERGY: CONSERVATION AND TRANSFER

5.P.3 Explain how the properties of some materials change as a result of heating and cooling.

- 5.P.3.1 Explain the effects of the transfer of heat (either by direct contact or at a distance) that occurs between objects at different temperatures. (conduction, convection or radiation)
- 5.P.3.2 Explain how heating and cooling affect some materials and how this relates to their purpose and practical applications.

EARTH SYSTEMS, STRUCTURES AND PROCESSES

5.E.1 Understand weather patterns and phenomena, making connections to the weather in a particular place and time.

- 5.E.1.1 Compare daily and seasonal changes in weather conditions (including wind speed and direction, precipitation, and temperature) and patterns.
- 5.E.1.2 Predict upcoming weather events from weather data collected through observation and measurements.
- 5.E.1.3 Explain how global patterns such as the jet stream and water currents influence local weather in measurable terms such as temperature, wind direction and speed, and precipitation.

STRUCTURES AND FUNCTIONS OF LIVING ORGANISMS

5.L.1 Understand how structures and systems of organisms (to include the human body) perform functions necessary for life.

- 5.L.1.1 Explain why some organisms are capable of surviving as a single cell while others require many cells that are specialized to survive.
- 5.L.1.2 Compare the major systems of the human body (digestive, respiratory, circulatory, muscular, skeletal, and cardiovascular) in terms of their functions necessary for life.

ECOSYSTEMS

5.L.2 Understand the interdependence of plants and animals with their ecosystem.

- 5.L.2.1 Compare the characteristics of several common ecosystems, including estuaries and salt marshes, oceans, lakes and ponds, forests, and grasslands.
- 5.L.2.2 Classify the organisms within an ecosystem according to the function they serve: producers, consumers, or decomposers (biotic factors).
- 5.L.2.3 Infer the effects that may result from the interconnected relationship of plants and animals to their ecosystem.

EVOLUTION AND GENETICS

5.L.3 Understand why organisms differ from or are similar to their parents based on the characteristics of the organism.

- 5.L.3.1 Explain why organisms differ from or are similar to their parents based on the characteristics of the organism.
- 5.L.3.2 Give examples of likenesses that are inherited and some that are not.

SOCIAL STUDIES

NORTH CAROLINA ESSENTIAL STANDARDS

United States History: Pre-Colonial through Reconstruction

HISTORY

5.H.1 Analyze the chronology of key events in the United States.

- 5.H.1.1 Evaluate the relationships between European explorers (French, Spanish and English) and American Indian groups, based on accuracy of historical information (beliefs, fears and leadership).
- 5.H.1.2 Summarize the political, economic and social aspects of colonial life in the thirteen colonies.
- 5.H.1.3 Analyze the impact of major conflicts, battles and wars on the development of our nation through Reconstruction.

5.H.2 Understand the role of prominent figures in shaping the United States.

- 5.H.2.1 Summarize the contributions of the “Founding Fathers” to the development of our country.
- 5.H.2.2 Explain how key historical figures have exemplified values and principles of American democracy.
- 5.H.2.3 Compare the changing roles of women and minorities on American society from Pre-Colonial through Reconstruction.

GEOGRAPHY AND ENVIRONMENTAL LITERACY

5.G.1 Understand how human activity has and continues to shape the United States.

- 5.G.1.1 Explain the impact of the physical environment on early settlements in the New World.
- 5.G.1.2 Explain the positive and negative effects of human activity on the physical environment of the United States, past and present.
- 5.G.1.3 Exemplify how technological advances (communication, transportation, and agriculture) have allowed people to overcome geographic limitations.
- 5.G.1.4 Exemplify migration within or immigration to the United States in order to identify push and pull factors (why people left/why people came).

ECONOMICS AND FINANCIAL LITERACY

5.E.1 Understand how a market economy impacts life in the United States.

- 5.E.1.1 Summarize the role of international trade between the United States and other countries through Reconstruction.
- 5.E.1.2 Explain the impact of production, specialization, technology and division of labor on the economic growth of the United States.

5.E.2 Understand that personal choices result in benefits or consequences.

- 5.E.2.1 Explain the importance of developing a basic budget for spending and saving.
- 5.E.2.2 Evaluate the costs and benefits of spending, borrowing and saving.

CIVICS AND GOVERNMENT

5.C&G.1 Understand the development, structure and function of government in the United States.

- 5.C&G.1.1 Explain how ideas of various governments influenced the development of the United States government (Roman, Greek, Iroquois, European, and British).
- 5.C&G.1.2 Summarize the organizational structures and powers of the United States government (legislative, judicial, and executive branches of government).
- 5.C&G.1.3 Analyze historical documents that shaped the foundation of the United States government.

5.C&G.2 Analyze life in a democratic republic through rights and responsibilities of citizens.

- 5.C&G.2.1 Understand the values and principles of a democratic republic.
- 5.C&G.2.2 Analyze the rights and responsibilities of United States citizens in relation to the concept of “common good” according to the United States Constitution (Bill of Rights).
- 5.C&G.2.3 Exemplify ways in which the rights, responsibilities, and privileges of citizens are protected under the United States Constitution.
- 5.C&G.2.4 Explain why civic participation is important in the United States.

CULTURE

5.C.1 Understand how increased diversity resulted from migration, settlement patterns and economic development in the United States.

- 5.C.1.1 Analyze the change in leadership, cultures and everyday life of American Indian groups before and after European exploration.
- 5.C.1.2 Exemplify how the interactions of various groups have resulted in borrowing and sharing of traditions and technology.
- 5.C.1.3 Explain how the movement of goods, ideas and various cultural groups influenced the development of regions in the United States.
- 5.C.1.4 Understand how cultural narratives (legends, songs, ballads, games, folk tales, and art forms) reflect the lifestyles, beliefs and struggles of diverse ethnic groups.

ENGLISH LANGUAGE DEVELOPMENT

NORTH CAROLINA ESSENTIAL STANDARDS

[Standards that are used by all teachers working with English Language Learners]

The North Carolina English Language Development Standard Course of Study is the World-Class Instructional Design and Assessment (WIDA) English Language Development Standards [approved by the State Board of Education June 5, 2008]. These standards are for grades K-12.

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|------------|---|
| STANDARD 1 | English language learners communicate for Social and Instructional purposes within the school setting. |
| STANDARD 2 | English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. |
| STANDARD 3 | English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics. |
| STANDARD 4 | English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science. |
| STANDARD 5 | English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies. |

The **Performance Definitions** for North Carolina’s levels of English language proficiency follow WIDA’s Performance Definitions. These can be downloaded. [http://www.wida.us/standards/RG_Performance Definitions.pdf](http://www.wida.us/standards/RG_Performance%20Definitions.pdf)

The 2007 Edition of the WIDA ELD Standards outlines the progression of English language development of English language learners. It provides guidance for teaching academic language in ESL instruction as well as within the context of any subject area. These ELD Standards and the Model Performance Indicators (MPIs) which are grouped in **formative and summative frameworks** are available as two separate documents to reduce the size of the download.

Grade level clusters K-5 – [http://www.wida.us/standards/PreK-5 Standards web.pdf](http://www.wida.us/standards/PreK-5%20Standards%20web.pdf)

Grade level clusters 6-12 – [http://www.wida.us/standards/6-12 Standards web.pdf](http://www.wida.us/standards/6-12%20Standards%20web.pdf)

Unpacking Standards Toolkit

Another tool which explains the North Carolina English Language Development Essential Standards and provides CAN DO Descriptors is available at the following link: <http://www.ncpublicschools.org/docs/acre/standards/support-tools/unpacking/esl/esl.pdf>

Speaking Rubric of the WIDA™ Consortium*

Task Level	Linguistic Complexity	Vocabulary Usage	Language Control
5 Bridging	A variety of sentence lengths of varying linguistic complexity in extended oral discourse; responses show cohesion and organization used to support main ideas	Technical language related to the content area; facility with needed vocabulary is evident	Approaching comparability to that of English proficient peers in terms of comprehensibility and fluency; errors don't impede communication and may be typical of those an English proficient peer might make
4 Expanding	A variety of oral sentence lengths of varying linguistic complexity; responses show emerging cohesion used to provide detail and clarity	Specific and some technical language related to the content area; groping for needed vocabulary may be occasionally evident	At all times generally comprehensible and fluent, though phonological, syntactic or semantic errors that don't impede the overall meaning of the communication may appear at times; such errors may reflect first language interference
3 Developing	Simple and expanded oral sentences; responses show emerging complexity used to add detail	General and some specific language related to the content area; may grope for needed vocabulary at times	When communicating in sentences, is generally comprehensible and fluent; communication may from time to time be impeded by groping for language structures or by phonological, syntactic or semantic errors, especially when attempting more complex oral discourse
2 Beginning	Phrases, short oral sentences	General language related to the content area; groping for vocabulary when going beyond the highly familiar is evident	When using simple discourse, is generally comprehensible and fluent; communication may be impeded by groping for language structures or by phonological, syntactic or semantic errors when going beyond phrases and short, simple sentences
1 Entering	Single words, set phrases or chunks of memorized oral language	Highest frequency vocabulary from school setting and content areas	When using memorized language, is generally comprehensible; communication may be significantly impeded when going beyond the highly familiar

WIDA ELP Standards Resource Guide, 2007. For more information please visit the WIDA website at www.wida.us.

*English proficiency level 6 is not included in the Speaking Rubric as it is reserved for students whose oral English is comparable to that of their English-proficient peers.

Writing Rubric of the WIDA™ Consortium Grades 1-12

Task Level	Linguistic Complexity	Vocabulary Usage	Language Control
6 Reaching*	A variety of sentence lengths of varying linguistic complexity in a single tightly organized paragraph or in well-organized extended text; tight cohesion and organization	Consistent use of just the right word in just the right place; precise Vocabulary Usage in general, specific or technical language	Has reached comparability to that of English proficient peers functioning at the “proficient” level in state-wide assessments
5 Bridging	A variety of sentence lengths of varying linguistic complexity in a single organized paragraph or in extended text; cohesion and organization	Usage of technical language related to the content area; evident facility with needed vocabulary	Approaching comparability to that of English proficient peers; errors don’t impede comprehensibility
4 Expanding	A variety of sentence lengths of varying linguistic complexity; emerging cohesion used to provide detail and clarity	Usage of specific and some technical language related to the content area; lack of needed vocabulary may be occasionally evident	Generally comprehensible at all times, errors don’t impede the overall meaning; such errors may reflect first language interference
3 Developing	Simple and expanded sentences that show emerging complexity used to provide detail	Usage of general and some specific language related to the content area; lack of needed vocabulary may be evident	Generally comprehensible when writing in sentences; comprehensibility may from time to time be impeded by errors when attempting to produce more complex text
2 Beginning	Phrases and short sentences; varying amount of text may be copied or adapted; some attempt at organization may be evidenced	Usage of general language related to the content area; lack of vocabulary may be evident	Generally comprehensible when text is adapted from model or source text, or when original text is limited to simple text; comprehensibility may be often impeded by errors
1 Entering	Single words, set phrases or chunks of simple language; varying amounts of text may be copied or adapted; adapted text contains original language	Usage of highest frequency vocabulary from school setting and content areas	Generally comprehensible when text is copied or adapted from model or source text; comprehensibility may be significantly impeded in original text

WIDA ELP Standards Resource Guide, 2007. For more information please visit the WIDA website at www.wida.us.

*Level 6 is reserved for students whose written English is comparable to that of their English-proficient peers.

GUIDANCE

NORTH CAROLINA ESSENTIAL STANDARDS

The North Carolina Essential Standards for Guidance are organized into the following strands and essential standards.

SOCIO-EMOTIONAL

- SE.1 Understand the meaning and importance of personal responsibility and self-awareness.
- SE.2 Understand the relationship between self and others in the broader world.
- SE.3 Use communication strategies effectively for a variety of purposes and audiences.

COGNITIVE

- C.1 Use creative strategies to make decisions and solve problems.
- C.2 Use analytical strategies to understand situations and make appropriate decisions.

CAREER

- CR.1 Understand the meaning and importance of career self-awareness and career goals.
- CR.2 Understand the relationship among career goals and interests, personal interests, aptitudes, and abilities.
- CR.3 Understand the relationship among personal and academic decisions, career expectations, and future life decisions.
- CR.4 Understand the connection among attendance, collaboration, course selection, grades, grade point average, undergraduate admission, career expectations, and life goals.

Proficiency Levels

- Readiness/Exploratory/Discovery (RED)
- Early Emergent/Emergent (EEE)
- Progressing (P)
- Early Independent (EI)
- Independent (I)

PROFICIENCY LEVEL: READINESS/EXPLORATORY/DISCOVERY

SOCIO-EMOTIONAL

EEE.SE.1 Understand the meaning and importance of personal responsibility and self-awareness.

- EEE.SE.1.1 Contrast appropriate and inappropriate physical contact.
- EEE.SE.1.2 Illustrate personal responsibility in a variety of settings and situations.

EEE.SE.2 Understand the relationship between self and others in the broader world.

- EEE.SE.2.1 Contrast the influence of self and others in relationship building.
- EEE.SE.2.2 Explain why it is important to follow rules in order to build relationships.
- EEE.SE.2.3 Explain why responsibility, dependability, punctuality, integrity, and effort are important in all aspects of life.

EEE.SE.3 Use communication strategies effectively for a variety of purposes and audiences.

- EEE.SE.3.1 Use written communication strategies and techniques in communication to share ideas and information with others.
- EEE.SE.3.2 Summarize written communications in order to share ideas and information with others.

COGNITIVE

EEE.C.1 Use creative strategies to solve problems.

- EEE.C.1.1 Create strategies for solving problems that have been problems for some time.
- EEE.C.1.2 Use creative strategies to achieve academic, personal, social, and professional goals.

EEE.C.2 Use analytical strategies to understand situations.

- EEE.C.2.1 Analyze problems in terms of the academic, social, personal, and career information needed to solve them.
- EEE.C.2.2 Apply critical thinking skills systematically to solve problems and make decisions.
- EEE.C.2.3 Predict the consequences of applying analytic strategies in terms of whether they are likely to be positive or negative.

CAREER

EEE.CR.1 Understand the meaning and importance of career self-awareness and career goals.

- EEE.CR.1.1 Explain the importance of planning in career success.

EEE.CR.2 Understand the relationship among career goals and interests, personal interests, aptitudes, and abilities.

- EEE. CR.2.1 Identify personal preferences and interests that influence career choice and success.
- EEE.CR.2.2 Exemplify (give examples of) how personal preferences and interests influence career choice and success.

EEE.CR.3 Understand the relationship among personal and academic decisions, career expectations, and future life decisions.

- EEE. CR.3.1 Understand the relationship between educational achievement and career success.
- EEE.CR.3.2 Exemplify (give examples of) how educational achievement influences career success.

EEE.CR.4 Understand the connection among attendance, collaboration, course selection, grades, grade point average, undergraduate admission, career expectations, and life goals.

- EEE.CR.4.1 Explain how working cooperatively with others as a team member can influence career choices and success.
- EEE.CR.4.2 Explain how attendance, school grades, and GPA are possible indicators of future academic and career success.

PROFICIENCY LEVEL: EARLY EMERGENT/EMERGENT

SOCIO-EMOTIONAL

EEE.SE.1 Understand the meaning and importance of personal responsibility and self-awareness.

- EEE.SE.1.1 Contrast appropriate and inappropriate physical contact.
- EEE.SE.1.2 Illustrate personal responsibility in a variety of settings and situations.

EEE.SE.2 Understand the relationship between self and others in the broader world.

- EEE.SE.2.1 Contrast the influence of self and others in relationship building.
- EEE.SE.2.2 Explain why it is important to follow rules in order to build relationships.
- EEE.SE.2.3 Explain why responsibility, dependability, punctuality, integrity, and effort are important in all aspects of life.

EEE.SE.3 Use communication strategies effectively for a variety of purposes and audiences.

- EEE.SE.3.1 Use written communication strategies and techniques in communication to share ideas and information with others.
- EEE.SE.3.2 Summarize written communications in order to share ideas and information with others.

COGNITIVE

EEE.C.1 Use creative strategies to solve problems.

- EEE.C.1.1 Create strategies for solving problems that have been problems for some time.
- EEE.C.1.2 Use creative strategies to achieve academic, personal, social, and professional goals.

EEE.C.2 Use analytical strategies to understand situations.

- EEE.C.2.1 Analyze problems in terms of the academic, social, personal, and career information needed to solve them.
- EEE.C.2.2 Apply critical thinking skills systematically to solve problems and make decisions.
- EEE.C.2.3 Predict the consequences of applying analytic strategies in terms of whether they are likely to be positive or negative.

CAREER

EEE.CR.1 Understand the meaning and importance of career self-awareness and career goals.

- EEE.CR.1.1 Explain the importance of planning in career success.

EEE.CR.2 Understand the relationship among career goals and interests, personal interests, aptitudes, and abilities.

- EEE. CR.2.1 Identify personal preferences and interests that influence career choice and success.
- EEE.CR.2.2 Exemplify (give examples of) how personal preferences and interests influence career choice and success.

EEE.CR.3 Understand the relationship among personal and academic decisions, career expectations, and future life decisions.

- EEE. CR.3.1 Understand the relationship between educational achievement and career success.
- EEE.CR.3.2 Exemplify (give examples of) how educational achievement influences career success.

EEE.CR.4 Understand the connection among attendance, collaboration, course selection, grades, grade point average, undergraduate admission, career expectations, and life goals.

- EEE.CR.4.1 Explain how working cooperatively with others as a team member can influence career choices and success.
- EEE.CR.4.2 Explain how attendance, school grades, and GPA are possible indicators of future academic and career success.

SOCIO-EMOTIONAL

P.SE.1 Understand the meaning and importance of personal responsibility and self-awareness.

- P.SE.1.1 Identify how to set boundaries that maintain personal rights while paying attention to the rights of others.
- P.SE.1.2 Use self-determination to build independence (e.g., work habits, personal productivity, and leadership).

P.SE.2 Understand the relationship between self and others in the broader world.

- P.SE.2.1 Interpret the meaning of self-concept.
- P.SE.2.2 Explain how understanding differences among people can increase self-understanding.
- P.SE.2.3 Use responsible risk-taking behaviors to support positive relationship building.

P.SE.3 Use communication strategies effectively for a variety of purposes and audiences.

- P.SE.3.1 Analyze available resources and strategies to determine those that are most appropriate for communicating to various groups.
- P.SE.3.2 Explain how body language and vocal expression affect the effectiveness of communication.
- P.SE.3.3 Use communication skills that build and sustain relationships with a wide range of people.

COGNITIVE

P.C.1 Use creative strategies to make decisions and solve problems.

- P.C.1.1 Understand how to make adjustments to strategies that are not effective in making decisions or solving problems.
- P.C.1.2 Analyze strategies you have used in the past to determine the most appropriate strategies for solving a current academic problem.

P.C.2 Use analytical strategies to understand situations.

- P.C.2.1 Analyze long-term assignments (e.g., projects and research papers) to determine the most appropriate strategies to use to complete each assignment.
- P.C.2.2 Use time-management and task-management skills to complete academic work of high quality in a timely manner.

CAREER

P.CR.1 Understand the meaning and importance of career self-awareness and career goals.

- P.CR.1.1 Explain how personal skills, interests, and abilities relate to current career plans.
- P.CR.1.2 Develop a competency plan in your chosen career areas.
- P.CR.1.3 Develop skills to locate, evaluate, and interpret career information.

P.CR.2 Understand the relationship among career goals and interests, personal interests, aptitudes, and abilities.

- P.CR.2.1 Maintain a career-planning portfolio.
- P.CR.2.2 Use research and information resources to obtain career information.

P.CR.3 Understand the relationship among personal and academic decisions, career expectations, and future life decisions.

P.CR.3.1 Describe the effect of work on lifestyle.

P.CR.3.2 Explain how work can help to achieve personal success and satisfaction.

P.CR.4 Understand the connection among attendance, collaboration, course selection, grades, grade point average, undergraduate admission, career expectations, and life goals.

P.CR.4.1 Compare the effects of personal and academic decisions upon career goals and life expectations.

P.CR.4.2 Demonstrate the relationship between course selection in school, grades earned, and attendance with expectations of the world of work in the career fields identified.

PROFICIENCY LEVEL: EARLY INDEPENDENT

SOCIO-EMOTIONAL

EI.SE.1 Understand the meaning and importance of personal responsibility and self-awareness.

EI.SE.1.1 Explain the impact of personal responsibility on others.

EI.SE.1.2 Contrast rights, privileges, and responsibilities.

EI.SE.2 Understand the relationship between self and others in the broader world.

EI.SE.2.1 Exemplify respect for individual and cultural differences.

EI.SE.2.2 Understand the importance of dependability, productivity, and initiative when working with others.

EI.SE.3 Use communication strategies to share information effectively for a variety of purposes and audiences.

EI.SE.3.1 Use communication strategies that are appropriate for the situation and setting.

EI.SE.3.2 Use conflict management skills to achieve desired outcomes.

COGNITIVE

EI.C.1 Use creative strategies to make decisions and solve problems.

EI.C.1.1 Analyze solution strategies in terms of assumptions and biases.

EI.C.1.2 Create new and different ways of achieving long-term goals.

EI.C.1.3 Evaluate the effectiveness of creative strategies in solving problems, making adjustments as necessary.

EI.C.2 Use analytical strategies to understand situations and make appropriate decisions.

EI.C.2.1 Use analytical strategies appropriately in the areas of career planning, course selection, and career transitions.

EI.C.2.2 Evaluate the effectiveness of analytical strategies in solving problems, making adjustments as necessary.

CAREER

EI.CR.1 Understand the meaning and importance of career self-awareness and career goals.

EI.CR.1.1 Demonstrate knowledge of the career planning process and its relationship to one's self-awareness and goals.

EI.CR.1.2 Analyze your career plan and goals in relationship to your self-awareness and personal goals.

EI.CR.1.3 Evaluate your career plan and goals in order to make appropriate career plans.

EI.CR.2 Understand the relationship among career goals and interests, personal interests, aptitudes, and abilities.

- EI.CR.2.1 Understand how changing economic and societal needs influence employment trends and future training.
- EI.CR.2.2 Demonstrate knowledge about the changing workplace and its relationship to your interests, abilities, and aptitudes.

EI.CR.3 Understand the relationship among personal and academic decisions, career expectations, and future life decisions.

- EI.CR.3.1 Understand that the changing workplace requires lifelong learning and the ongoing acquisition of new skills.
- EI.CR.3.2 Select course work that is related to your career plan.

EI.CR.4 Understand the connection among attendance, collaboration, course selection, grades, grade point average, undergraduate admission, career expectations, and life goals.

- EI.CR.4.1 Re-evaluate your educational plan to support appropriate career goals, interests, and abilities.
- EI.CR.4.2 Utilize time-management and task-management skills in career planning and goal setting.

PROFICIENCY LEVEL: INDEPENDENT (I)

SOCIO-EMOTIONAL

I.SE.1 Understand the meaning and importance of personal responsibility and self-awareness.

- I.SE.1.1 Explain the role of personal responsibility in leadership.
- I.SE.1.2 Integrate personal responsibility into the way you live your life on a daily basis.

I.SE.2 Understand the relationship between self and others in the broader world.

- I.SE.2.1 Exemplify how peer pressure can be both a negative and positive influence.
- I.SE.2.2 Evaluate one's own behaviors in a variety of situations, making adjustments as needed to produce more positive results.
- I.SE.2.3 Explain the impact of self-direction, initiative, and self-control on interpersonal relationships.

I.SE.3 Use communication strategies effectively for a variety of purposes and audiences.

- I.SE.3.1 Use communication strategies to take a position and to defend a stand on controversial issues.
- I.SE.3.2 Use communication strategies that emphasize clarity and precision to achieve desired outcomes.

COGNITIVE

I.C.1 Use creative strategies to make decisions and solve problems.

- I.C.1.1 Design new strategies by making modifications to previously used strategies, as needed.
- I.C.1.2 Generate ideas for solving novel problems that are based on previous experience and the results of internet research.

I.C.2 Use analytical strategies to understand situations and make appropriate decisions.

- I.C.2.1 Compare analytical methods across subject areas (e.g., the scientific method in comparison to geometric proof in comparison to literary analysis).
- I.C.2.2 Use past experiences and general information to make decisions in a variety of situations.

CAREER

I.CR.1 Understand the meaning and importance of career self-awareness and career goals.

- I.CR.1.1 Demonstrate respect for individual uniqueness and differences in the workplace.
- I. CR.1.2 Apply appropriate employability skills such as teamwork, problem-solving, and organizational skills when career planning.

I.CR.2 Understand the relationship among career goals and interests, personal interests, aptitudes, and abilities.

- I. CR.2.1 Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing, and/or mentoring experiences.
- I. CR.2.2 Apply job readiness skills to seek employment opportunities and related academic opportunities.

I.CR.3 Understand the relationship among personal and academic decisions, career expectations, and future life decisions.

- I. CR.3.1 Demonstrate how to write an effective résumé and how to use a résumé in a job search.
- I. CR.3.2 Demonstrate the knowledge of the rights and responsibilities of employers and employees.

I.CR.4 Understand the connection among attendance, collaboration, course selection, grades, grade point average, undergraduate admission, career expectations, and life goals.

- I.CR.4.1 Apply decision-making skills when implementing career planning, course selection, and career transition.
- I.CR.4.2 Demonstrate the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace.

WORLD LANGUAGES

NORTH CAROLINA ESSENTIAL STANDARDS

The North Carolina Essential Standards for World Languages are organized into the following strands and essential standards.

Connections to Language & Literacy – CLL (Comparisons)

Connections to Other Disciplines – COD (Connections)

Communities – CMT (Communities)

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|------------|---|
| STANDARD 1 | Use the language to engage in interpersonal communication.
(Interpersonal communication: Person-to-Person Communication) |
| STANDARD 2 | Understand words and concepts presented in the language.
(Interpretive communication: Listening and Reading) |
| STANDARD 3 | Use the language to present information to an audience.
(Presentational Communication: Speaking and Writing) |
| STANDARD 4 | Compare the students' culture and the target culture. (Culture) |

Two program models are available at the Elementary Level:

1. FLES/Early Start Programs
2. Dual Language/Immersion Programs

For more information regarding program models, please see the Unpacking Tools at:
<http://www.ncpublicschools.org/acre/standards/support-tools/#unworld>

Proficiency Levels

- Novice Low
- Novice Mid
- Novice High
- Intermediate Low
- Intermediate Mid
- Intermediate High
- Advanced Low
- Advanced Mid

CONNECTIONS TO LANGUAGE & LITERACY

NL.CLL.1 Use the language to engage in interpersonal communication.

- NL.CLL.1.1 Use single words and simple, memorized phrases to express needs, preferences, and feelings.
- NL.CLL.1.2 Use culturally appropriate greetings, farewells, apologies, and expressions of courtesy.
- NL.CLL.1.3 Use a variety of verbal and non-verbal communication strategies to ask memorized questions and express ideas or thoughts with prompting and modeling.

NL.CLL.2 Understand words and concepts presented in the language.

- NL.CLL.2.1 Understand the meaning of simple, spoken greetings, words, and phrases, when accompanied by visual clues and/or prompts, as needed.
- NL.CLL.2.2 Understand the meanings of spoken words that are similar to those in the students' language.
- NL.CLL.2.3 Identify written words and phrases that are similar to words and phrases in the students' language.
- NL.CLL.2.4 Interpret phrases, commands, simple questions and descriptions that are presented with accompanying gestures, intonations, and other visual and auditory clues.
- NL.CLL.2.5 Recognize vocabulary and syntax of single words and simple memorized phrases in the target language.

NL.CLL.3 Use the language to present information to an audience.

- NL.CLL.3.1 Use single words and simple, memorized phrases in presentations to identify the names of people, places, and things.
- NL.CLL.3.2 Use the language to recite memorized poetry and songs from the target culture.
- NL.CLL.3.3 Use appropriate pronunciation to present memorized phrases.

NL.CLL.4 Compare the students' culture and the target culture.

- NL.CLL.4.1 Compare behaviors, such as gestures and greetings, in the target culture and the students' culture.
- NL.CLL.4.2 Recognize cultural expectations of people in both the target culture and the students' culture.
- NL.CLL.4.3 Recognize examples of cognates and loan words.

CONNECTIONS TO OTHER DISCIPLINES

NL.COD.1 Use the language to engage in interpersonal communication.

- NL.COD.1.1 Carry out simple exchanges of information using memorized content vocabulary.
- NL.COD.1.2 Use single words and simple, memorized phrases to express classroom needs, preferences, and feelings.

NL.COD.2 Understand words and concepts presented in the language.

- NL.COD.2.1 Understand how to respond to simple, memorized questions in the target language that focus on key concepts in classroom activities and different content areas.
- NL.COD.2.2 Compare the vocabulary of the target and students' language in different content areas.
- NL.COD.2.3 Recognize words in groups from other disciplines.

NL.COD.3 Use the language to present information to an audience.

- NL.COD.3.1 Use single words and simple, memorized phrases, such as those for weather, days of the week, months, seasons, numbers and daily classroom activities, to present to an audience.
- NL.COD.3.2 Use single words and simple, memorized phrases to name common objects and actions related to other disciplines.
- NL.COD.3.3 Use readily available technology tools and digital literacy skills to present in the target language.

NL.COD.4 Compare the students' culture and the target culture.

- NL.COD.4.1 Identify tangible products related to the home and the classroom in both the students' and target cultures.
- NL.COD.4.2 Recognize examples of cognates and loan words from the target language in other disciplines.

COMMUNITIES

NL.CMT.1 Use the language to engage in interpersonal communication.

- NL.CMT.1.1 Use single words and simple, memorized phrases to carry out simple interactions with people from the target culture or with communities of learners of the same target language.
- NL.CMT.1.2 Use simple communication strategies from the target culture, such as greetings and expressions of courtesy.

NL.CMT.2 Understand words and concepts presented in the language.

- NL.CMT.2.1 Recognize single words and simple, memorized phrases from media in the language community.
- NL.CMT.2.2 Recall simple, spoken expressions and memorized phrases commonly used in target language communities.

NL.CMT.3 Use the language to present information to an audience.

- NL.CMT.3.1 Identify arts, sports, games and media from the target culture.
- NL.CMT.3.2 Understand roles in school or community traditions related to the target culture.

NL.CMT.4 Compare the students' culture and the target culture.

- NL.CMT.4.1 Recognize simple language that communicates knowledge of the target language and cultures to others.
- NL.CMT.4.2 Use simple, appropriate gestures, body language, and cultural practices.
- NL.CMT.4.3 Recognize simple patterns of behavior or interaction from the target culture.
- NL.CMT.4.4 Identify products from the target cultures that are used globally.

PROFICIENCY LEVEL: NOVICE MID (NM)

CONNECTIONS TO LANGUAGE & LITERACY

NM.CLL.1 Use the language to engage in interpersonal communication.

- NM.CLL.1.1 Use memorized words and phrases to exchange information on familiar topics, such as likes, dislikes, emotions, everyday activities, and immediate surroundings.
- NM.CLL.1.2 Use memorized responses to simple questions, statements, commands, or other stimuli.

NM.CLL.2 Understand words and concepts presented in the language.

- NM.CLL.2.1 Understand the meaning of memorized phrases and questions about familiar topics and surroundings.
- NM.CLL.2.2 Understand the meaning of memorized words and phrases in sentences.
- NM.CLL.2.3 Generalize short fiction and non-fiction passages about familiar topics in the target language, using context clues (signs, charts, graphs, etc.).
- NM.CLL.2.4 Infer conclusions from simple spoken and written passages about familiar topics, using context clues and cognates.
- NM.CLL.2.5 Understand language components (stems, prefixes, tones, verb endings, parts of speech) that are used in the target language.

NM.CLL.3 Use the language to present information to an audience.

- NM.CLL.3.1 Use memorized words and phrases in presentations on familiar topics, such as likes, dislikes, emotions, everyday activities, and immediate surroundings.
- NM.CLL.3.2 Use the language to recite and act out simple poetry and songs from the target culture.
- NM.CLL.3.3 Use appropriate pronunciation and voice inflection in spoken presentations.

NM.CLL.4 Compare the students' culture and the target culture.

- NM.CLL.4.1 Compare basic cultural practices of people in the target culture and the students' culture.
- NM.CLL.4.2 Exemplify instances of cognates and loan words.
- NM.CLL.4.3 Compare the language conventions of the students' language and the target language.

CONNECTIONS TO OTHER DISCIPLINES

NM.COD.1 Use the language to engage in interpersonal communication.

- NM.COD.1.1 Use memorized words and phrases to exchange information about the classroom and school environment.
- NM.COD.1.2 Use memorized responses to simple academic questions, statements, commands, or other stimuli.

NM.COD.2 Understand words and concepts presented in the language.

- NM.COD.2.1 Classify memorized words and phrases in the target language by key academic concepts.
- NM.COD.2.2 Understand how the basic terms from other content areas may be different from the students' language.
- NM.COD.2.3 Interpret short, non-fiction passages from academic content areas using context clues (signs, charts, graphs, etc.).

NM.COD.3 Use the language to present information to an audience.

- NM.COD.3.1 Use memorized words and phrases about the weather, date, seasons, numbers, and daily classroom activities to give a spoken or written presentation.
- NM.COD.3.2 Use memorized words and phrases to describe common objects and actions related to other disciplines.
- NM.COD.3.3 Use readily available technology tools and digital literacy skills to present academic information in the target language.

NM.COD.4 Compare the students' culture and the target culture.

- NM.COD.4.1 Compare tangible products related to the home and the classroom from the students' and the target cultures.
- NM.COD.4.2 Identify information about target culture perspectives and practices.

COMMUNITIES

NM.CMT.1 Use the language to engage in interpersonal communication.

- NM.CMT.1.1 Use memorized words and phrases to ask and answer simple questions on familiar topics.
- NM.CMT.1.2 Use memorized words and phrases on familiar topics to interact with communities of learners of the same target language.

NM.CMT.2 Understand words and concepts presented in the language.

- NM.CMT.2.1 Understand the meaning of memorized words and phrases used in the community.
- NM.CMT.2.2 Infer meaning from familiar texts by using visual cues, such as road signs, charts, graphs, etc., that reflect the target culture.
- NM.CMT.2.3 Recall common expressions and phrases about familiar topics used in target language communities.

NM.CMT.3 Use the language to present information to an audience.

- NM.CMT.3.1 Use memorized words and phrases to describe arts, sports, games, and media from the target culture.
- NM.CMT.3.2 Use memorized words and phrases to participate in school or community events related to the target culture.

NM.CMT.4 Compare the students' culture and the target culture.

- NM.CMT.4.1 Recognize aspects of the target culture and language in the students' culture and language.
- NM.CMT.4.2 Identify products made and used by members of the target culture and the students' culture.
- NM.CMT.4.3 Differentiate gestures for appropriateness in the target culture.
- NM.CMT.4.4 Identify how knowledge of the target language is useful in a global economy.

PROFICIENCY LEVEL: NOVICE HIGH (NH)

CONNECTIONS TO LANGUAGE & LITERACY

NH.CLL.1 Use the language to engage in interpersonal communication.

- NH.CLL.1.1 Use simple phrases and short sentences to exchange information about familiar topics.
- NH.CLL.1.2 Generate conversations using familiar vocabulary and structures in short social interactions.
- NH.CLL.1.3 Generate responses to familiar questions, statements, commands, or other stimuli.
- NH.CLL.1.4 Use simple questions about familiar topics to acquire needed information.

NH.CLL.2 Understand words and concepts presented in the language.

- NH.CLL.2.1 Understand ideas on familiar topics expressed in short sentences and frequently used expressions.
- NH.CLL.2.2 Summarize spoken messages and announcements about familiar topics.
- NH.CLL.2.3 Summarize simple texts containing familiar vocabulary in terms of the main ideas and supporting details.
- NH.CLL.2.4 Compare simple fiction texts with non-fiction texts about familiar topics.

NH.CLL.3 Use the language to present information to an audience.

- NH.CLL.3.1 Create simple phrases and short sentences in spoken or written presentations to provide information about familiar topics.

- NH.CLL.3.2 Use the language to recite and act out poetry, songs, and simple stories from the target culture.
- NH.CLL.3.3 Produce simple dialogues and short skits using familiar structures and vocabulary.

NH.CLL.4 Compare the students' culture and the target culture.

- NH.CLL.4.1 Classify basic cultural practices of people in the target culture and the students' culture.
- NH.CLL.4.2 Use learned cognates and loan words to express ideas on familiar topics.
- NH.CLL.4.3 Analyze the language conventions from simple written and spoken texts in the target language.

CONNECTIONS TO OTHER DISCIPLINES

NH.COD.1 Use the language to engage in interpersonal communication.

- NH.COD.1.1 Use simple phrases and short sentences to exchange information about topics in other disciplines.
- NH.COD.1.2 Generate simple responses to questions, statements, commands, or other stimuli in various classes across the disciplines.
- NH.COD.1.3 Understand how to ask simple questions about familiar topics to acquire needed information for classes in other disciplines.

NH.COD.2 Understand words and concepts presented in the language.

- NH.COD.2.1 Understand spoken and written commands about other disciplines in the target language.
- NH.COD.2.2 Analyze simple texts containing familiar vocabulary from other disciplines in terms of the main ideas and supporting details.
- NH.COD.2.3 Interpret simple processes from other disciplines using the target language.

NH.COD.3 Use the language to present information to an audience.

- NH.COD.3.1 Use the target language to give short spoken or written presentations about familiar academic topics.
- NH.COD.3.2 Produce a sequence of simple phrases and short sentences relating common themes in other disciplines.
- NH.COD.3.3 Use readily available technology tools and digital literacy skills to present academic information in the target language.

NH.COD.4 Compare the students' culture and the target culture.

- NH.COD.4.1 Understand cultural practices and perspectives from the target culture.
- NH.COD.4.2 Identify the products of the target culture.

COMMUNITIES

NH.CMT.1 Use the language to engage in interpersonal communication.

- NH.CMT.1.1 Use simple phrases and short sentences in short social interactions.
- NH.CMT.1.2 Carry out short interactions on familiar topics, such as family, friends, and activities, with people from the target culture or communities of learners of the same target language.

NH.CMT.2 Understand words and concepts presented in the language.

- NH.CMT.2.1 Understand practices, products, and perspectives on familiar topics from simple texts.
- NH.CMT.2.2 Understand the meaning of short messages used in the target culture or by communities of learners of the same target language.

NH.CMT.3 Use the language to present information to an audience.

- NH.CMT.3.1 Use simple phrases and short sentences to describe arts, sports, games, and media from the target culture.
- NH.CMT.3.2 Use simple phrases and short sentences to present information in school or community events related to the target culture.

NH.CMT.4 Compare the students' culture and the target culture.

- NH.CMT.4.1 Compare traditions and events of the target culture and the students' culture.
- NH.CMT.4.2 Identify examples of products, practices, and perspectives in the community related to the target culture.
- NH.CMT.4.3 Identify key characteristics of target culture traditions.

PROFICIENCY LEVEL: INTERMEDIATE LOW (IL)

CONNECTIONS TO LANGUAGE & LITERACY

IL.CLL.1 Use the language to engage in interpersonal communication.

- IL.CLL.1.1 Carry out unrehearsed conversations on familiar topics with some details.
- IL.CLL.1.2 Use questions to exchange information in familiar situations.

IL.CLL.2 Understand words and concepts presented in the language.

- IL.CLL.2.1 Summarize main ideas and a few details in short conversations and some forms of media.
- IL.CLL.2.2 Summarize main ideas and a few details in texts that contain familiar vocabulary.
- IL.CLL.2.3 Recognize that ideas and expressions may be presented differently in the target language than the students' language.
- IL.CLL.2.4 Compare fiction texts and non-fiction texts about familiar topics.

IL.CLL.3 Use the language to present information to an audience.

- IL.CLL.3.1 Use a series of phrases and sentences to create descriptions with some details about familiar topics and experiences.
- IL.CLL.3.2 Use the language to act out and summarize poetry, lyrics, prose, and other literature from the target culture.
- IL.CLL.3.3 Use a series of phrases and sentences to give spoken and written presentations about familiar topics, situations, and experiences with some details.
- IL.CLL.3.4 Create dialogues and skits to present with some details about familiar topics.

IL.CLL.4 Compare the students' culture and the target culture.

- IL.CLL.4.1 Classify cultural practices of people in the target culture and the students' culture using familiar topics, situations, and experiences.
- IL.CLL.4.2 Use cognates, loan words, and some idiomatic expressions to express information about familiar topics.
- IL.CLL.4.3 Analyze the language conventions in authentic written and spoken texts.

CONNECTIONS TO OTHER DISCIPLINES

IL.COD.1 Use the language to engage in interpersonal communication.

- IL.COD.1.1 Understand how to start and continue unrehearsed conversations on a limited number of academic topics.
- IL.COD.1.2 Understand how to ask and answer questions and exchange information on academic topics.

IL.COD.2 Understand words and concepts presented in the language.

- IL.COD.2.1 Analyze the relationship between words from the target language and the students' language to expand vocabulary related to academic topics.
- IL.COD.2.2 Differentiate the structural patterns of the target language and the students' language.
- IL.COD.2.3 Understand main ideas and a few details in class discussions and some forms of media.
- IL.COD.2.4 Understand main ideas and a few details in academic texts that contain familiar vocabulary.
- IL.COD.2.5 Remember expanded vocabulary and language structures essential to comprehension in academic class discussions and presentations.

IL.COD.3 Use the language to present information to an audience.

- IL.COD.3.1 Use academic content terminology in a series of phrases and sentences with a few details to give spoken or written presentations in the target language on familiar topics.
- IL.COD.3.2 Produce a series of phrases and sentences about familiar themes related to other disciplines.
- IL.COD.3.3 Use readily available technology tools and digital literacy skills to present in the target language about other disciplines.

IL.COD.4 Compare the students' culture and the target culture.

- IL.COD.4.1 Analyze cultural practices and perspectives from the target culture with the students' culture.
- IL.COD.4.2 Understand how prominent citizens and events impact(ed) the target culture and the students' culture.

COMMUNITIES

IL.CMT.1 Use the language to engage in interpersonal communication.

- IL.CMT.1.1 Carry out unrehearsed interactions in familiar situations with people from the target culture or communities of learners of the same target language.
- IL.CMT.1.2 Use the language to exchange information with people from the target culture about shared experiences.

IL.CMT.2 Understand words and concepts presented in the language.

- IL.CMT.2.1 Understand practices, products, and perspectives from texts about familiar topics with some details.
- IL.CMT.2.2 Understand the meaning of messages on familiar topics displayed in the community or created by peers learning the same target language.

IL.CMT.3 Use the language to present information to an audience.

- IL.CMT.3.1 Use a series of phrases and sentences to describe arts, sports, games, and media from the target culture.
- IL.CMT.3.2 Use limited dialogue to participate in school or community activities related to the target culture.

IL.CMT.4 Compare the students' culture and the target culture.

- IL.CMT.4.1 Integrate traditions and activities of the target culture and the students' culture.
- IL.CMT.4.2 Create resources in the target language for use in the community.
- IL.CMT.4.3 Coordinate events or presentations that share the target language and culture with the community.

CONNECTIONS TO LANGUAGE & LITERACY

IM.CLL.1 Use the language to engage in interpersonal communication.

- IM.CLL.1.1 Carry out and continue conversations involving personal views on familiar topics with many details and in uncomplicated settings.
- IM.CLL.1.2 Use conversation skills to join and participate in a spontaneous discussion on a variety of familiar topics.
- IM.CLL.1.3 Use questions with some detail to exchange information in uncomplicated situations.

IM.CLL.2 Understand words and concepts presented in the language.

- IM.CLL.2.1 Understand the main idea and many details of familiar topics in a series of connected sentences, conversations, presentations, and messages.
- IM.CLL.2.2 Understand the main idea and many details in texts that contain familiar vocabulary.
- IM.CLL.2.3 Summarize texts containing unfamiliar vocabulary in terms of the main idea and some details.

IM.CLL.3 Use the language to present information to an audience.

- IM.CLL.3.1 Use a series of connected sentences in presentations to describe experiences, events, and opinions.
- IM.CLL.3.2 Use the language to make simple, factual presentations, narrate or act out poetry, lyrics, stories, and other literature from the target culture.
- IM.CLL.3.3 Summarize familiar topics with many details in order to describe and/or explain.

IM.CLL.4 Compare the students' culture and the target culture.

- IM.CLL.4.1 Use cultural practices to analyze familiar topics, situations, and experiences.
- IM.CLL.4.2 Analyze media and identify idiomatic expressions that add cultural relevancy.
- IM.CLL.4.3 Deconstruct written and spoken texts for cultural attitudes, viewpoints and values.

CONNECTIONS TO OTHER DISCIPLINES

IM.COD.1 Use the language to engage in interpersonal communication.

- IM.COD.1.1 Understand how to participate in discussions on familiar academic topics and in uncomplicated settings.
- IM.COD.1.2 Understand how to ask and answer questions with some detail about various academic topics in uncomplicated situations.

IM.COD.2 Understand words and concepts presented in the language.

- IM.COD.2.1 Understand spoken information about familiar academic topics expressed in a series of connected sentences.
- IM.COD.2.2 Analyze texts that contain familiar academic vocabulary and main ideas in terms of important and relevant details.
- IM.COD.2.3 Identify the main idea and some details from texts containing unfamiliar academic vocabulary.

IM.COD.3 Use the language to present information to an audience.

- IM.COD.3.1 Summarize academic content with many details to give spoken or written presentations about familiar topics.
- IM.COD.3.2 Describe events and opinions using a series of connected sentences to present familiar content from other disciplines.
- IM.COD.3.3 Use readily available technology tools and digital literacy skills to present academic information in the target language.

IM.COD.4 Compare the students’ culture and the target culture.

IM.COD.4.1 Understand how geography and history impact the development of the target culture and its civilization.

IM.COD.4.2 Understand how practices and perspectives impact the target culture.

COMMUNITIES

IM.CMT.1 Use the language to engage in interpersonal communication.

IM.CMT.1.1 Carry out spontaneous interactions on familiar topics with people from the target culture or communities of learners of the same target language.

IM.CMT.1.2 Use the language to exchange information with people from the target culture about familiar topics and personal opinions in uncomplicated situations.

IM.CMT.2 Understand words and concepts presented in the language.

IM.CMT.2.1 Recognize information about practices, products, and perspectives presented in texts on familiar and unfamiliar topics.

IM.CMT.2.2 Understand the meaning of longer messages on familiar and unfamiliar topics displayed in the community or created by communities of learners of the same target language.

IM.CMT.3 Use the language to present information to an audience.

IM.CMT.3.1 Use a series of connected sentences to describe arts, sports, games, and media from the target culture.

IM.CMT.3.2 Use the language in school or community activities related to the target culture.

IM.CMT.4 Compare the students’ culture and the target culture.

IM.CMT.4.1 Understand the influence of the target culture on literature, media, and global concerns.

IM.CMT.4.2 Explain how events in the target culture’s history have impacted contemporary perspectives, practices, and products.

IM.CMT.4.3 Evaluate the traditions of the target culture and the students’ culture.

PROFICIENCY LEVEL: INTERMEDIATE HIGH (IH)

CONNECTIONS TO LANGUAGE & LITERACY

IH.CLL.1 Use the language to engage in interpersonal communication.

IH.CLL.1.1 Understand how to state and support personal views in discussions about familiar topics in complicated settings.

IH.CLL.1.2 Understand how to communicate detailed factual information in social situations.

IH.CLL.1.3 Understand how to ask and answer questions related to areas of personal interest.

IH.CLL.2 Understand words and concepts presented in the language.

IH.CLL.2.1 Understand extended conversations or speech involving a combination of familiar and unfamiliar topics, live or via media.

IH.CLL.2.2 Understand many different types of texts that contain unfamiliar vocabulary.

IH.CLL.2.3 Understand how to differentiate between adapted and authentic texts.

IH.CLL.2.4 Summarize texts that contain increasingly complex language structures and unfamiliar vocabulary.

IH.CLL.3 Use the language to present information to an audience.

- IH.CLL.3.1 Create clear, detailed descriptions for presentations about events, experiences, and personal interests.
- IH.CLL.3.2 Use the language to provide and support personal viewpoints and opinions.
- IH.CLL.3.3 Use detailed narratives, descriptions and explanations about familiar and unfamiliar topics to give spoken and written presentations.
- IH.CLL.3.4 Implement consistent pronunciation and appropriate voice inflection in spoken communication.

IH.CLL.4 Compare the students' culture and the target culture.

- IH.CLL.4.1 Identify dialectical differences in media from various cultures.
- IH.CLL.4.2 Evaluate texts and presentations for cultural viewpoints, values, and bias.

CONNECTIONS TO OTHER DISCIPLINES

IH.COD.1 Use the language to engage in interpersonal communication.

- IH.COD.1.1 Understand how to take an active part in discussions about a variety of familiar academic topics in complicated settings.
- IH.COD.1.2 Understand how to communicate detailed, factual information in academic situations.
- IH.COD.1.3 Understand how to ask and answer questions related to academic pursuits and career interests.

IH.COD.2 Understand words and concepts presented in the language.

- IH.COD.2.1 Understand extended discussions or lectures involving a combination of familiar and unfamiliar academic topics, live or via media.
- IH.COD.2.2 Understand detailed, factual information from many different types of academic texts and resources that contain unfamiliar vocabulary.

IH.COD.3 Use the language to present information to an audience.

- IH.COD.3.1 Use the language to give spoken and written presentations on a variety of familiar and some unfamiliar academic topics.
- IH.COD.3.2 Summarize personal views related to academic content with supporting details.
- IH.COD.3.3 Explain familiar and new concepts related to other academic content areas using detailed descriptions and narratives.
- IH.COD.3.4 Use readily available technology tools and digital literacy skills to present academic information in the target language.

IH.COD.4 Compare the students' culture and the target culture.

- IH.COD.4.1 Understand how geography and history impact the development of global culture and civilization.
- IH.COD.4.2 Analyze the target culture and its civilizations in terms of how products, perspectives, and practices are interdependent.

COMMUNITIES

IH.CMT.1 Use the language to engage in interpersonal communication.

- IH.CMT.1.1 Carry out extended interactions on familiar and some unfamiliar topics with people from the target culture or communities of learners of the same target language.
- IH.CMT.1.2 Use the language to exchange detailed factual information with people from the target culture about familiar and unfamiliar topics, as well as personal views, in complicated situations.

IH.CMT.2 Understand words and concepts presented in the language.

- IH.CMT.2.1 Extrapolate information about practices, products, and perspectives presented in many different types of texts and media about familiar and unfamiliar topics.
- IH.CMT.2.2 Understand the meaning of messages on familiar and unfamiliar topics used or displayed in the community or created by peers learning the same target language.

IH.CMT.3 Use the language to present information to an audience.

- IH.CMT.3.1 Use detailed narratives to describe arts, sports, games, and media from the target culture.
- IH.CMT.3.2 Use the language in school or community activities related to academic pursuits and career interests.
- IH.CMT.3.3 Use the language to analyze the target culture in terms of traditions, activities, viewpoints, and opinions.

IH.CMT.4 Compare the students' culture and the target culture.

- IH.CMT.4.1 Explain the influence of the target culture on literature, media, and global concerns.
- IH.CMT.4.2 Understand the impact of the target culture on contemporary perspectives, practices, and products of the global economy.

PROFICIENCY LEVEL: ADVANCED LOW

CONNECTIONS TO LANGUAGE & LITERACY

AL.CLL.1 Use the language to engage in interpersonal communication.

- AL.CLL.1.1 Understand how to express personal viewpoints on a variety of familiar and unfamiliar topics.
- AL.CLL.1.2 Understand how to communicate ideas and information in lengthy conversations.
- AL.CLL.1.3 Understand how to ask about, paraphrase, and describe ideas in unfamiliar situations.

AL.CLL.2 Understand words and concepts presented in the language.

- AL.CLL.2.1 Understand extended speech on unfamiliar topics, live or via media.
- AL.CLL.2.2 Understand the subtleties and stylistic features of texts on familiar topics.
- AL.CLL.2.3 Understand how to interpret texts on unfamiliar topics.

AL.CLL.3 Use the language to present information to an audience.

- AL.CLL.3.1 Create presentations on a variety of topics that are comprehensible to specified audiences.
- AL.CLL.3.2 Analyze texts to produce clear and organized summaries of ideas.
- AL.CLL.3.3 Use language to modify presentations for some specific audiences.
- AL.CLL.3.4 Use accurate pronunciation and appropriate voice inflection in spoken presentations.

AL.CLL.4 Compare the students' culture and the target culture.

- AL.CLL.4.1 Compare dialectical differences in media from various target cultures.
- AL.CLL.4.2 Compare target culture perspectives in texts and presentations with students' culture perspectives.

CONNECTIONS TO OTHER DISCIPLINES

AL.COD.1 Use the language to engage in interpersonal communication.

- AL.COD.1.1 Understand how to participate in lengthy discussions on a variety of familiar and unfamiliar academic topics.
- AL.COD.1.2 Understand how to communicate ideas and information about academics and coursework in lengthy conversations.
- AL.COD.1.3 Understand how to ask about, paraphrase, and describe discipline-specific ideas in unfamiliar situations.

AL.COD.2 Understand words and concepts presented in the language.

- AL.COD.2.1 Understand detailed information in texts on unfamiliar academic topics.
- AL.COD.2.2 Understand the subtleties and stylistic features of texts on familiar academic topics.
- AL.COD.2.3 Understand how to interpret texts on unfamiliar academic topics.

AL.COD.3 Use the language to present information to an audience.

- AL.COD.3.1 Use language to modify presentations about academic content area topics for some specific audiences.
- AL.COD.3.2 Use readily available technology tools and digital literacy skills to present discipline-specific information in the target language.

AL.COD.4 Compare the students' culture and the target culture.

- AL.COD.4.1 Contrast the historical views of public and private life in the target culture and its civilizations with world views.
- AL.COD.4.2 Identify examples of the target culture and its civilizations in contemporary media and entertainment.

COMMUNITIES

AL.CMT.1 Use the language to engage in interpersonal communication.

- AL.CMT.1.1 Use the language in a variety of familiar and unfamiliar situations.
- AL.CMT.1.2 Carry out lengthy interactions on familiar and unfamiliar topics with people from the target culture or communities of learners of the same target language.

AL.CMT.2 Understand words and concepts presented in the language.

- AL.CMT.2.1 Analyze information about practices, products, and perspectives presented in texts and media about various topics.
- AL.CMT.2.2 Understand the meaning of lengthy messages on various topics used or displayed in the community or created by peers learning the same target language.

AL.CMT.3 Use the language to present information to an audience.

- AL.CMT.3.1 Use the language to share information about a variety of topics with some specific audiences.
- AL.CMT.3.2 Use the language in school or community events on familiar and unfamiliar topics.

AL.CMT.4 Compare the students' culture and the target culture.

- AL.CMT.4.1 Critique the influence of the target culture in literature, media, and global concerns.
- AL.CMT.4.2 Differentiate the effect of events in the target culture's history on its contemporary perspectives, practices, and products.

CONNECTIONS TO LANGUAGE & LITERACY

AM.CLL.1 Use the language to engage in interpersonal communication.

- AM.CLL.1.1 Understand how to engage in extended, complex conversations about concrete, social and professional topics with fluency and flexibility.
- AM.CLL.1.2 Understand how to ask and answer questions to solve an unexpected or unfamiliar complication.

AM.CLL.2 Understand words and concepts presented in the language.

- AM.CLL.2.1 Analyze extended, complex speeches and lectures for multiple viewpoints and opinions.
- AM.CLL.2.2 Understand the subtleties and stylistic features of texts on unfamiliar topics.
- AM.CLL.2.3 Understand how to interpret long, complex texts.
- AM.CLL.2.4 Compare literary and technical writing styles.

AM.CLL.3 Use the language to present information to an audience.

- AM.CLL.3.1 Create clearly articulated presentations on personal, academic, and professional topics.
- AM.CLL.3.2 Produce clear, well-organized texts for a variety of audiences on concrete, social and professional topics.
- AM.CLL.3.3 Use accurate pronunciation and suitable stylistic elements in spoken presentations.
- AM.CLL.3.4 Use the language with fluency and flexibility to provide, compare, and support multiple viewpoints and opinions.

AM.CLL.4 Compare the students' culture and the target culture.

- AM.CLL.4.1 Use dialectical differences to adapt and give presentations.
- AM.CLL.4.2 Produce media for distribution that is culturally responsible and sensitive.

CONNECTIONS TO OTHER DISCIPLINES

AM.COD.1 Use the language to engage in interpersonal communication.

- AM.COD.1.1 Understand how to engage in extended, complex conversations about concrete, social and professional topics with fluency and flexibility.
- AM.COD.1.2 Understand how to conduct or participate in interviews related to academic and professional topics of personal interest.

AM.COD.2 Understand words and concepts presented in the language.

- AM.COD.2.1 Understand multiple viewpoints and opinions in long, complex texts on unfamiliar academic topics.
- AM.COD.2.2 Compare technical writing styles relevant to academic and professional topics.

AM.COD.3 Use the language to present information to an audience.

- AM.COD.3.1 Use specialized and precise language to design presentations about academic or professional topics.
- AM.COD.3.2 Produce clear, well-organized texts related to academic and professional topics appropriate for a variety of audiences.
- AM.COD.3.3 Use readily available technology tools and digital literacy skills to present academic and professional information in the target language.

AM.COD.4 Compare the students' culture and the target culture.

- AM.COD.4.1 Explain the influence of the target culture perspectives on products and practices.
- AM.COD.4.2 Explain how social and political events affected the perspectives, practices, and products of the target culture.

COMMUNITIES

AM.CMT.1 Use the language to engage in interpersonal communication.

- AM.CMT.1.1 Use the language in a variety of situations with fluency and flexibility.
- AM.CMT.1.2 Carry out extended, complex interactions on various topics in almost any situation with people from the target culture or communities of learners of the same target language.

AM.CMT.2 Understand words and concepts presented in the language.

- AM.CMT.2.1 Evaluate practices, products, and perspectives related to social and professional topics.
- AM.CMT.2.2 Understand the meaning of messages on social and professional topics used or displayed in the community.

AM.CMT.3 Use the language to present information to an audience.

- AM.CMT.3.1 Use the language to share information about concrete, social and professional topics in a variety of settings.
- AM.CMT.3.2 Use specialized and precise language in school and community events.

AM.CMT.4 Compare the students' culture and the target culture.

- AM.CMT.4.1 Critique the influence of the target culture on global philosophy and professional discourse.
- AM.CMT.4.2 Critique the effect of events in the target culture's history on perspectives, practices, and products of global interest.

ENGLISH/LANGUAGE ARTS

EXTENDED CONTENT STANDARDS

READING STANDARDS FOR LITERATURE (5.RL)

Key Ideas and Details

1. Select quotes that explain what the text says explicitly.
2. Identify the problem in a story, drama, or poem.
3. Compare two or more characters or events in a story or drama, using specific details in the text (e.g., both characters are boys).

Craft and Structure

4. Determine the literal meaning of words and phrases as they are used in a text.
5. Demonstrate understanding of an author's use of structure by continuing a story or poem using the same structure (e.g., Then the big bad wolf went to the house that the pig made of steel and said, "I'll huff and I'll puff.")
6. Identify words that describe the narrator or speaker in a story.

Integration of Knowledge and Ideas

7. Identify visual or multimedia elements that contribute to the meaning of a text.
8. (Not applicable to literature)
9. Compare and contrast two books on the same topic or theme.

Range of Reading and Level of Text Complexity

10. Demonstrate understanding of text while actively engaging in group reading of stories, dramas, and poetry for clearly stated purposes (e.g., Read/listen to the text to compare it with the text we read yesterday. Read/listen to the text to identify words that describe the narrator.).

READING STANDARDS FOR INFORMATIONAL TEXT (5.RI)

Key Ideas and Details

1. Select quotes that explain what the text says explicitly.
2. Determine the topic of a text and identify key details that relate to it.
3. Compare two or more individuals, events, or concepts in a historical, scientific, or technical text (e.g., hurricanes and tornados are both: severe storms, dangerous, related to weather).

Craft and Structure

4. Complete sentences with general academic and domain-specific words and phrases that relate to a grade 5 topic or subject area (e.g., Thunderstorms have thunder, <lightening>, and strong winds.).
5. Determine the chronology, comparison, cause/effect, or problem/solution presented in a text.
6. Compare and contrast two written accounts of the same experience or event.

Integration of Knowledge and Ideas

7. Locate information or the answer to a question in a text (e.g., Read/listen to the text to find how the animal adapts.)
8. Determine which evidence (details and examples) supports which points in a text (e.g., In a text about animal habitats and adaptations, determine which details and examples support the point that habitats are important and which support the point that adaptations change over time.).
9. Compare and contrast several texts on the same topic.

Range of Reading and Level of Text Complexity

10. Demonstrate understanding of text while actively engaged in group reading of historical, scientific, and technical texts for clearly stated purposes (e.g., Read or listen to the text to find out three facts about bears. Read or listen to the text to compare what it says about animals to what we learned about animals yesterday.)

READING STANDARDS: FOUNDATIONAL SKILLS (5.RF)

Phonics and Word Recognition

1. Apply letter-sound and word analysis skills in reading words.
 - a. Decode single syllable words.
 - b. Read common high frequency words.

Fluency

2. Read text comprised of familiar words with accuracy and understanding to support comprehension.

WRITING STANDARDS (5.W)

Text Types and Purposes

1. Write* opinion pieces on topics or texts, supporting a point of view with reasons and information.
 - a. State a topic or book to write about and state an opinion about it.
 - b. Provide reasons that support the opinion using 2-3 word combinations.
 - c. Provide facts or details to support opinion using 2-3 word combinations.
2. Write* to convey information and ideas clearly.
 - a. State a topic and select illustrations or visual/tactile supports related to it.
 - b. Provide information related to the topic using 2-3 word combinations and domain specific vocabulary.
 - c. Provide facts or details related to the topic using 2-3 word combinations.

Production and Distribution of Writing

4. With guidance and support from adults produce writing* in which the organization is appropriate to the task and purpose.
5. With guidance and support from adults, add more and clarify writing* to strengthen and develop it.
6. With guidance and support from adults, use technology to produce and publish writing*.

Research to Build Knowledge

7. Gather information about a topic from several sources.
8. Identify or recall information relevant to a personal experience or a topic and then sort the information into categories.
9. Write* in response to text being read or heard and topics being researched.
 - a. Apply grade 5 Extended Reading standards to literature (e.g., Identify the problem).
 - b. Apply grade 5 Extended Reading standards to literary nonfiction (e.g., Determine the topic and key details).

Range of Writing

10. Write* routinely over extended time frames (e.g., return to piece on more than one day) for a range of discipline-specific tasks, purposes, and audiences.

SPEAKING AND LISTENING STANDARDS (5.SL)

Comprehension and Collaboration

1. Participate in communicative exchanges.
 - a. Come to discussions prepared to share information.
 - b. Communicate directly with peers in multi-turn exchanges.
 - c. Ask and answer questions of adult or peer communication partners to clarify and elaborate.
 - d. Make comments that contribute to the discussion and link to the remarks of others.
2. Identify words that describe the meaning of written texts read aloud or information presented graphically, orally, visually, or multimodally.
3. Identify the points a speaker makes.

Presentation of Knowledge and Ideas

4. Report on a familiar topic or text or present an opinion, providing 2 or more facts or details related to it.
5. Select or create an audio recording, images, photographs or other visual/tactual displays to enhance reports and other communication exchanges.
6. Differentiate between communication partners and contexts that call for precise ideas and information (e.g., The student is giving a report on a project) and those that call for efficient or telegraphic communication (e.g., A peer asks, "Did you like it?" and a simple "Yah" is acceptable).

LANGUAGE STANDARDS (5.L)

Conventions of Standard English

1. Demonstrate understandings of standard English grammar and usage when communicating.
 - a. Use frequently occurring conjunctions (e.g., and, but, for, because).
 - b. Use singular and plural nouns with matching verbs (e.g., I eat. He eats.)
 - c. Form and use the past tense of frequently occurring irregular verbs (e.g., went, sat, ate, told)
2. Demonstrate understandings of capitalization, ending punctuation, and spelling patterns when writing.
 - a. Spell words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns.
 - b. Capitalize the first word in a sentence.
 - c. Capitalize names.
 - d. Use period to mark the end of a sentence.

Effective Language Use

3. Use language to achieve desired meaning when writing or communicating.
 - a. Combine simple sentence to create more complex sentences (e.g., I like milk. I like cookies. I like milk and cookies.)

Vocabulary Acquisition and Usage

4. Demonstrate knowledge of new vocabulary drawn from English language arts, math, and science content.
 - a. Choose from an array of content related words to complete sentence read aloud by adults.
 - b. Use frequently occurring root words (e.g., cook) and their inflectional forms (e.g., cooks, cooked, cooking).
5. Demonstrate understanding of word relationships.
 - a. Use words with multiple meanings accurately (e.g., identify a duck as a type of bird and use the verb to duck).
 - b. Use simple, common idioms (e.g., you bet, it's a deal, cool).
 - c. Distinguish shades of meaning of adjectives differing in intensity (e.g., uncomfortable, painful).
 - d. Demonstrate understanding of words by identifying other words with similar meanings (e.g., synonyms).
6. Use words appropriately across contexts including words and phrases that signal continuation (e.g., We used the small ramp and then) and contrast (e.g., He likes it but).

* Throughout, writing can include standard writing instruments, computers or alternate writing tools.

MATHEMATICS

EXTENDED CONTENT STANDARDS

OPERATIONS & ALGEBRAIC THINKING (5.OA)

Write a simple numerical expression.

1. Write and solve a number problem based on a real-word situation.

Analyze patterns and relationships.

2. Use repeating shape and numerical patterns to identify the unit, correct errors, and extend the pattern.
3. Understand the concept of counting by 2's and 5's.
4. Understand counting by 10's on and off the decade (0-100).

NUMBER & OPERATIONS IN BASE TEN (5.NBT)

Understand the place value system.

1. Understand the sequential order of the counting numbers (0-100) and their relative magnitudes.
2. Illustrate whole numbers in groups of one's and ten's by composing and decomposing.

Perform operations with multi-digit whole numbers (0-100).

1. Solve addition and subtraction problems when initial is unknown (i.e. $_ + 2 = 10$; $_ - 2 = 8$).
2. Use concrete objects to illustrate the commutative property.
3. Solve single and multi-digit addition and subtraction equations (no regrouping).
4. Illustrate the concept of multiplication by using equal shares to make 1-5 equal groups.
5. Illustrate the concept of division by making 1-5 equal sized groups and count number of groups.
6. Illustrate "left over" using objects and representations (remainder).

NUMBER & OPERATIONS - FRACTIONS (5.NF)

Develop an understanding of addition with fractions.

1. Identify whole, half, fourth and third using concrete models (use continuous and discrete items).
2. Use symbolic representation for each fractional part.
3. Understand a set must be divided into equal parts of the whole and when reassembled recreates the whole using a model.
4. Add fractions with like denominators to make a whole (halves, thirds, fourths).

MEASUREMENT & DATA (5.MD)

Solve measurement problems using time, length, and mass (Customary System).

1. Tell time to the nearest 5 minutes.
2. Compare the weight and length of an object using two different units.
3. Estimate which standard unit will need more or less units to measure same item.
4. Solve problems using appropriate vocabulary to describe differences in length and weight (e.g. more, less, same).

Represent and interpret data.

5. Collect, organize and display data on a picture, line plot or bar graph.
6. Interpret graphs (more, less, same).

GEOMETRY (5.G)

Graph points on the coordinate plane.

1. Plot points in 1st quadrant.

Classify two-dimensional figures into categories based on their properties.

2. Classify figures based on angles and parallel sides.
3. Sort figures and describe the common attribute(s).

SCIENCE

EXTENDED CONTENT STANDARDS

FORCES AND MOTION

EX.5.P.1 Understand how force can change motion of objects.

- EX.5.P.1.1 Describe factors that would make it easier or harder to push or pull an object (wheels, round, flat, heavy, light).
- EX.5.P.1.2 Compare changes in motion (speeding up, slowing down) under certain conditions (e.g., steeper ramp, more weight, more or less force).

MATTER, PROPERTIES AND CHANGE

EX.5.P.2 Understand the structure and properties of matter before and after they undergo a change.

- EX.5.P.2.1 Identify processes (e.g. burning or cooking) that result in a chemical change in matter.
- EX.5.P.2.2 Compare physical and chemical changes of matter.
- EX.5.P.2.3 Classify changes in matter as physical (reversible) or chemical (irreversible).

EARTH SYSTEMS, STRUCTURES AND PROCESSES

EX.5.E.1 Understand dangerous weather conditions.

- EX.5.E.1.1 Describe different types of weather (e.g. rain showers, thunderstorms, hail, tornadoes, hurricanes, blizzards).
- EX.5.E.1.2 Identify reasons for staying inside during severe weather (e.g. thunderstorms, hail, tornadoes, hurricanes).

STRUCTURES AND FUNCTIONS OF LIVING ORGANISMS

EX.5.L.1 Understand how internal and external structures of the human body perform functions necessary for life.

- EX.5.L.1.1 Identify internal structures of the human body (e.g. heart, lungs, bones, stomach, muscles) and their functions.
- EX.5.L.1.2 Understand how the functions of internal and external structures (e.g. eyes, nose, ears, mouth) of the human body are essential for life.

ECOSYSTEMS

EX.5.L.2 Understand the interdependence of plants and animals with their ecosystem.

- EX.5.L.2.1 Identify common ecosystems (e.g. oceans, lakes, deserts, forests, etc).
- EX.5.L.2.2 Identify animals and plants found in common ecosystems (e.g. ocean, forest, lake, desert, arctic).
- EX.5.L.2.3 Classify parts of different ecosystems as living and non-living.

SOCIAL STUDIES

EXTENDED CONTENT STANDARDS

GEOGRAPHY AND ENVIRONMENTAL LITERACY

EX.5.G.1 Understand how human activity has and continues to shape the environment.

- EX.5.G.1.1 Compare the effects of human activity on the physical environment.
- EX.5.G.1.2 Explain when and why people make decisions about transitions based on where they are and where they may be going.
- EX.5.G.1.3 Utilize technological tools to assist in accessing wants and needs across environments.
- EX.5.G.1.4 Use maps to move to various locations within the school.

ECONOMICS AND FINANCIAL LITERACY

EX.5.E.1 Understand that individuals contribute to the division of labor in many ways.

- EX.5.E.1.1 Understand that more than one person can contribute to a good or service.
- EX.5.E.1.2 Describe personal responsibility and the effect on division of labor.
- EX.5.E.1.3 Understand consequences of contributing or not contributing to the division of labor.

EX.5.E.2 Understand the economic factors when making personal choices.

- EX.5.E.2.1 Apply decision making skills on spending and saving.

CIVICS AND GOVERNANCE

EX.5.C&G.2 Understand the rights and responsibilities of citizens.

- EX.5.C&G.2.1 Analyze the rights and responsibilities of individuals in a group.
- EX.5.C&G.2.2 Explain why rights and responsibilities within the school environment support the concept of the “common good”.
- EX.5.C&G.2.3 Identify the feelings of others in a group about a topic.
- EX.5.C&G.2.4 Actively engage in communicative exchanges by making comments and asking questions that contribute to the discussion and link to the remarks of others.

